

APPENDIX B

EISENHOWER PERFORMANCE INDICATOR SYSTEM

NEW JERSEY STATE DEPARTMENT OF EDUCATION
EISENHOWER PERFORMANCE INDICATOR SYSTEM
2000 – 2001 UPDATE

Goal I: An increased number of teachers will be engaged in sustained and intensive, high-quality professional development that will result in the implementation of challenging learning experiences for their students in meeting New Jersey's Core Curriculum Content Standards.

Objectives	Indicators	Baseline Date	Progress, Most Recent Data	Strategies	Data Sources
I. A. Professional development activities are aligned with New Jersey's Core Curriculum Content Standards (CCCS).	<p>I.A. District-level (LEA) professional development: By 1997-98, 85% and by 2000-01, 90% of Eisenhower-assisted professional development activities will be aligned with CCCS in science and mathematics.</p> <p>I.A. Higher Ed. Professional development: By 2001, over 95% of Eisenhower-assisted professional development activities will be aligned with the state's Core Curriculum Standards.</p>	<p>I.A. In 1996-97: 76% of LEAs reporting implemented science professional development activities that were aligned with state science standards. 81% implemented math professional development activities that were aligned with state math standards.</p> <p>I.A. Higher Ed.: In 1998-99, 93% of Eisenhower (IKE)- assisted professional development activities were aligned with the CCCS.</p>	<p>I.A. In 2000-01, 92% of LEA's reporting implemented science activities that were aligned with the state science standards, and 91.5% implemented math activities that were aligned with state math standards.</p> <p>I.A. Higher Ed.: In 2000-01, 100% of IKE-assisted prof. dev. activities were aligned with the CCCS.</p>	<p>I.A.1 Develop, publish, and disseminate the CCCS. Provide ongoing technical assistance to LEAs on aligning math and science curricula with the CCCS. Develop, publish, and disseminate frameworks in math and science to assist LEAs in implementing the standards in classrooms. Provide professional development on how to use frameworks.</p> <p>I.A. Higher Ed.: a. An approved Eisenhower Prof. Dev. Grant Application requiring the following: 1. long-term prof. dev. collaboration with partner LEAs; 2. prof. dev. activities that extend over the school year; 3. activities that reflect best practices and are aligned to State content and student performance standards; 4. State technical assistance on the programs' performance indicators; 5. Dissemination of NJ CCCS frameworks; 6. State on-site monitoring.</p>	<p>I.A.1 1996-97 – 1999-2000 LEA Title II Data Collection forms. 2000-01 Eisenhower on-line data collection questionnaire.</p> <p>I.A. Higher Ed: a. Grantee quarterly/final performance reports. b. Programs' performance indicator assessment reports. c. Eisenhower Annual Data Performance Reports. d. Monitoring reports.</p>

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
I.B. Professional development participations in activities are sustained, intensive and high quality, and have a lasting impact on class-room instruction.	I.B.1 Sustained and intensive-District-level: By 2002-03, 30% of LEA participations by time period will extend to at least one week and 15% will extend over the school year.	I.B.1 District-level: In 2000-01, the participations by time period were as follows: 53% = 1 day or less 15% = 1 day+ to 1 wk 5% = 1 wk+ to 1 month 6% = 1 mo+ to – 3 mo 21% = 3 month s+	I.B.1 None more recent than 2000-01	I.B.1 2000-01 IASA Consolidated LEA Application Guidelines required program plans extending over three years. Technical assistance and awareness sessions to LEAs on the significance of sustained, intensive, high-quality professional development. Encourage LEAs to include in their program plans objectives to extend the length of PD activities.	I.B.1 1996-97, 1999-00 LEA <i>Title II Data Collection</i> forms & 2000-01 on-line data collection questionnaire.
	I.B.1 Sustained and intensive-Higher-Ed: By 2001, 95% of Higher Ed. professional development activities will extend over the school year and not consist of single unconnected events or two-day conferences.	I.B.1 Higher Ed: In 1998-99, 62% of Eisenhower-assisted professional development activities extended throughout the school year.	I.B.1 Higher Ed: In 2000-01, 94% of Eisenhower-assisted professional development activities extended throughout the school year	I.B.1 Same as Higher Ed. IA	I.B.1 Same as Higher Ed I.A.
	I.B.2 High Quality-District-level: By 1997-98, 85% of a sample of LEA IKE-assisted professional development program plans will have identified objectives, annual benchmarks and strategies for achieving the objectives; will be content standards-based.	I.B.2 In 1996-97, 100% of LEA professional development plans had identified objectives and strategies for achieving objectives.	I.B.2 In 2000-01, 92% of a sample (515 LEAs) of professional development program plans in Science and Mathematics were standards-based and outcomes-based	I.B.2 Train LEAs to develop professional development program plans with objectives that are: standards-based, outcomes-based; are measurable; include annual benchmarks; include strategies to achieve objectives	I.B.2 1996-97 – 2000-01 IASA Consolidated LEA Applications. 2000-01 Eisenhower on-line data collection questionnaire.

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
	I.B.2 High Quality- Higher Ed.: By 2001, 90% of Higher Ed. professional development activities will reflect best practices; have identified objectives, benchmarks, strategies for achieving objectives and improving teacher knowledge and skills.	I.B.2 In 1998-99, 73% of Higher Ed. professional development activities reflected best practices, had goals, objectives, activity plans and evaluation plans.	I.B.2 1999-00, 85% of Higher Ed. prof. dev. activities reflected best practices, had goals, objectives, activity plans and evaluation plans.	I.B.2 Higher Ed.: Same as IA	I.B.2 Same as Higher Ed I.A
I.C. High quality professional development is provided to teachers and other school staff who teach in high poverty schools.	I.B.3 Higher Ed: Higher Ed. Teacher participants' content knowledge , skills and class – room instruction are improved. I.C. Eisenhower LEA and Higher Ed. participants from high-poverty (50+%) LEAs will increase proportionately to the total state pool of Eisenhower participants. (<u>High poverty</u> is defined by the state's Title I Schoolwide Schools classification information.	I.B.3 Higher Ed.: In 1998-99, 60% of participating teachers showed evidence of familiarity with the state standards and improved their knowledge and skills in the content area and instruction. I.C. District-level: In 1996-'97, 8864 participants, 19.8% of total state pool of Title II participants (44,859) consisted of teachers, administrators and other school staff from high poverty LEAs. I.C. Higher Ed: In 1998-99, 35% of participating teachers were from high-poverty schools and districts.	I.B.3. In 2000-01, 97% of Higher Ed. teacher participants improved their knowledge and skills in the content area(s) and instruction. I.C. District-level: In 2000-01, 9701 participants, 20.4% of total state pool of Title II participants (47,485) consisted of teachers, administrators and other school staff from high poverty LEAs. The high poverty teacher pool in the state is 23% of the total state teacher pool. I.C. Higher Ed.: In 2000-01 , 93% of teacher participants were from high poverty schools and/or Abbott districts.	I.B.3 Same above (Higher Ed I.B.1 & I.B.2) I.C. Require LEAs, to set objectives and performance indicators for increasing Title II professional development participation by school staff who teach and serve students in high poverty LEAs. I.C.Higher Ed.: a. Grantees must partner with a minimum of two Abbott districts and recruit teachers for IKE-Assisted prof. dev. activities. b. Non-Abbott teachers in high poverty schools are also targeted. c. Grantees are required to provide teacher enrollment data.	I.B.3 Same as Higher ED I.A.2 I.C. 1996-97 – 1999-00 LEA Title II Data Collection forms, & 2000-01 on-line question -naire. I.C. Higher Ed.: a. Eisenhower Quarterly and Annual Performance Reports and Performance Indicator Reports. b. Observations of activities and interviews associated with observations.

Goal II: An increased number of pre-service teacher education programs will provide new teachers with the knowledge and instructional skills to implement challenging learning experiences for their students in meeting the New Jersey Core Curriculum Content Standards.

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
II. Higher Ed.: Pre-service teacher education programs will provide new teachers with the knowledge and skills to implement challenging learning experiences for their students in the CCCS.	II. Higher Ed.: By 2001, 50% of a representative sample of pre-service teachers will participate in higher education IKE-assisted, standards-based activities that extend over the school year.	II. Higher Ed.: In 1998-99, 39% of pre-service teachers participated in Eisenhower-assisted activities that were aligned with New Jersey's CCCS.	II. Higher Ed.: In 2000-01, 83% of a sample of pre-service teachers participated in IKE-assisted activities aligned with the NJCCCS, and 71.6% of the participations extended over the school year.	II. Higher Ed.: a. Approved application requiring pre-service professional development activities plan geared to the content area and the CCCS. b. On-site monitoring to assess compliance and achievement of Eisenhower program's goals, objectives, activity plan, and performance indicators c. Same as Goal I Higher Ed. strategies.	II. Same as Goal I Higher Ed. data Sources.

Goal III. An increased number of teachers will be proficient in the use of educational technology and will be a part of the on-line networking infrastructure.

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
III.A. Teachers are proficient in the use of educational technology and are on-line in the state's networking infrastructure.	III.A.1 District-level: By 1997-98, 85% of LEAs will provide their teachers with educational technology training on the use of current technology and educational software to enhance instruction. By 2000-01 90% of LEAs will have provided this training.	III.A.1 In 1996-97, 82% of LEAs provided professional-development activities that included educational technology training in the use of educational software to enhance instruction.	III.A.1 District-level: In 2000-01, 76% of LEAs provided professional development activities that included educational technology training in the use of educational software to enhance instruction. 88% of LEA respondents had established electronic networks for their teachers.	III.A.1 Provide Scenarios and sample activities in the Math Framework and Science Framework that demonstrate the use of educational technology and educational software in the classroom. Include technology resources from these documents. Provide technical assistance to LEAs on how to effectively use the framework documents as a resource, an instructional tool, and as a professional development tool for incorporating technology into the classroom.	III.A.1 1996-97 - 1999-00 LEA <i>Title II Data Collection</i> forms.

Objectives	Indicators	Baseline Data	Progress, Most Recent Data	Strategies	Data Sources
	<p>III.A.2 Higher Ed.: By 2001, 75% of participating teachers will receive training in the use of current ed. technology and software to enhance instruction.</p> <p>III.A.3 By 1997-98, 55% and by 2000-01 95% of LEAs and partnered LEAs in Higher Ed. Eisenhower-assisted programs will have established electronic networks, facilitating teacher-to-teacher communication within and across districts.</p>	<p>III.A.2 In 1998-99, 68%% of Higher Ed. teacher participants showed evidence of improvement in the use of educational technology and software to enhance instruction.</p> <p>III.A.3 District Level: By 1996-97, 53% of LEAs had established electronic networks connecting teachers within district schools and/or other LEAs.</p> <p>III.A.3 Higher Ed: By 1998-99, 85% of partnered LEAs in Higher Ed. Eisenhower-assisted programs had established electronic communication networks.</p>	<p>III.A.2 In 2000-01, 90% of Higher Ed. teacher participants demonstrated knowledge in using educational technology to enhance instruction.</p> <p>III.A.3 District Level: In 2000-01, 91.07% of LEAs had established electronic networks connecting teachers within district schools and/or other LEAs.</p> <p>III.A.3 Higher Ed: In 2000-01, 100% of partnered LEAs in IKE-assisted professional development activities established electronic communication networks connecting teachers within schools, as well as teachers across districts.</p>	<p>III.A.2 Higher Ed.: RFP/C supports the implementation of professional development activities for educational technology. Grantees and partnered LEAs will assess teacher needs in educational technology and provide appropriate training.</p> <p>III.A.3 District Level and Higher Ed.: Encourage the use of Eisenhower LEA and Higher Ed funds to support the establishment and use of electronic communication networks and to support the training of teachers in its use.</p>	<p>III.A.2 Same as Higher Ed I.A.2 above.</p> <p>III.A.3 District Level: 1996-97 – 1999-00 LEA <i>Title II Data Collection</i> forms. 2000-01 on-line data collection questionnaire.</p> <p>III.A.3.Higher Ed: Same as Higher Ed.I.A and IC. above.</p>